

программы составляет 3 года и ведет к получению сертификата об окончании средней школы. После первого года обучения учащиеся продолжают обучение по гуманитарному или по естественнонаучному направлению. Последний считается более престижным. По окончании обучения на гуманитарном направлении учащиеся сдают экзамены по арабскому и английскому языкам, математике, истории, географии и экономике. Естественнонаучное обучение оканчивается сдачей экзаменов по арабскому и английским языкам, математике, физике, химии и биологии.

Учащиеся, которые показали невысокие результаты при сдаче промежуточного бакалаврата, поступают на 3-летние программы профессионального обучения в профессиональные технические школы по техническим направлениям, торговле, сельскому хозяйству. В результате успешного освоения программы и сдачи, устанавливаемых Министерством образования, экзаменов, выпускники получают дипломы профессиональных бакалавров. Основной целью данных программ является подготовка кадров для рынка труда. Программы на получение профессионального бакалавра включают 40-45% теоретического обучения и 55-60% практических занятий. Около 10% обладателей дипломов профессиональных бакалавров получают право продолжить обучение по программам высшего образования.

Система образования Ирака включает такой тип образовательных организаций как средние профессиональные (технические) образовательные организации. В организациях такого типа реализуются образовательные программы подготовки медицинских сестер, акушерок, социальных работников, работников культуры и др. Дипломы об окончании данных образовательных программ соответствуют уровню профессионального бакалавра и дают право поступления на программы высшего образования.

В Ираке имеется 34 университета, 27 технологических институтов. В 2013 в высших учебных заведениях страны обучалось более 555 тыс. студентов.

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DIFFERENCES IN THE SYSTEMS OF SECONDARY EDUCATION OF THE VARIOUS ASIAN COUNTRIES

Secondary education normally takes place in secondary schools, taking place after primary education and may be followed by higher education or vocational training. In some countries, only primary or basic education is compulsory, but secondary education is included in compulsory education in most countries.

Education in **India** is provided by the public sector as well as the private sector, with control and funding coming from 3 levels: central, state, and local. Under various articles of the Indian Constitution, free and compulsory education is provided as a fundamental right to children between the ages of 6 and 14. Secondary education (SE) covers children aged 14 to 18, a group comprising 88.5 million children according to the Census, 2001. The final 2 years of secondary is often called Higher Secondary, Senior Secondary, or simply the "+2" stage. The 2 halves of SE are each an important stage for which a pass certificate is needed, and thus are affiliated by central boards of education under HDR ministry, before one can pursue higher education, including college or professional courses. It further states that upon successful completion of Higher Secondary, one can apply to higher education under UGC control such as Engineering, Medical, and Business Administration. A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. Professionals from established institutes are often called to support in vocational training. Another feature of India's secondary school system is its emphasis on profession based vocational training to help students attain skills for finding a vocation of his/her choosing. A significant new feature has been the extension of SSA to SE in the form of the Rashtriya Madhyamik Shiksha Abhiyan.

The National Policy on Education (NPE), 1986, has provided for environment awareness, science and technology education, and introduction of traditional elements such as Yoga into the Indian secondary school system.

Senior SE in **China** often refers to 3 years high school (or called senior middle school) education, as from grade 10 to grade 12. Normally, students who have finished 6 years of primary education will continue 3 more years of

academic study in middle schools as regulated by the Compulsory education law at the age of 12. This, however, is not compulsory for senior SE, where junior graduates may choose to continue a three-year academic education in academic high schools (HS), which will eventually lead to university, or to switch to a vocational course in vocational HS. Generally, high school years have 2 semesters, starting in September and February. In some rural areas, operation may subject to agricultural cycles. Number of lessons offered by school on a weekly basis is very subjective, and largely depends on the school's resources. In addition to normal lessons, periods for private study and extracurricular activity are provided as well. The academic curriculum consists of Chinese, Mathematics, English, Physics, Chemistry, Biology, Geography, History, Ideology & Science, Music, Fine Arts, PE, Technology, Computing. Some schools may also offer vocational subjects. Generally speaking, Chinese, Mathematics and English are considered as three main subjects as they will definitely be examined in Gaucht. In most provinces, students also need to be examined in either natural sciences (Physics, Chemistry and Biology), or social sciences (Geography, History and Ideology & Political Science). In China, a senior HS graduate will be considered as an educated person, although the majority graduates will go onto universities or vocational colleges. Given the fact that the intensity of the competition for limited university places is unimaginable, most high schools are evaluated by their academic performance in Gaucht by parents and students.

Secondary education in **Japan** comprises 2 main divisions: lower secondary (middle school or junior HS) and upper secondary (HS or senior HS). Included here is information on juju, the private schools that many students attend in addition to public school.

Junior HS: after completing their 6 years of elementary school, students shift to the last 3 years of compulsory education – called variously junior HS, middle school, or lower secondary school – usually when they are between the ages of 12 and 15. One significant change is that their curriculum is now divided by subject matter, creating a more regimented environment than elementary school. The curriculum of middle school includes 4 main groupings: required subjects, elective subjects, moral education, and extracurricular activities. Required subjects: Japanese language, social studies, mathematics, music, fine arts, health and physical education, and industrial arts or homemaking.

Students are exposed to courses that provide vocational and technical classes as well as academic subjects. This feature is especially important because classes at this level include a broad range of students, not just those who are likely to attend college or even HS. Elective subjects include a foreign language or another special subject such as music or art. But almost all students in middle school choose to take English. Like primary school, the middle school schedule includes 1 hour of moral education each week, but there is no specific religious education in public schools. Extracurricular activities includes sports, clubs, assemblies, ceremonies, plays, musical events, field trips away from school, and educational guidance, such as instruction for using the library and safety advice for walking in traffic-congested streets. Such activities may take place on or off the school campus.

Senior HS: the term upper secondary school (HS or senior HS), is used to indicate the non-compulsory education beyond middle school. HS provides general or specialized education in 3 main formats: full-time, part-time, or correspondence. Although the full-time option generally lasts 3 years, part-time or correspondence school usually takes additional time for completion. Over 95% of junior HS graduates enter some form of HS, and about 70% of these students attend a public HS. To prepare for the exams, many students attend what are called *yobiko* (cram schools) in the evening, to gain admission both to HS and also to the university. The curriculum of academic HS commonly includes courses in the following subjects: Japanese language, geography and history, civics, mathematics, health and physical education, the arts, home economics. The vast majority of students also take English, with a lesser number taking European languages (French or German).

Admission to HS is based on the results of a test, and competition for acceptance into the best schools is incredibly fierce.

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МУЗЫКАЛЬНОЕ ВОСПИТАНИЕ В ОБРАЗОВАТЕЛЬНОЙ СИСТЕМЕ КИТАЯ